

Wheeler Elementary School – Integration Improvement Action Plan
Year of Implementation: 2022-23 (Year 3 Priority)
Principal: Dora Saldamando Arcadia Regional Sup't: Ernest Rose
Integration Team: Principal, Dean, CSP and MTSS, Teacher, Attendance Clerk

Student Profile

Mobility Rate (Rate)	F&RL (% of FRL Students)	ELL (% of ELL Students)	ExEd (% of ExEd Students)
39%	73%	7%	16%

Student Integration Profile

Enrollment	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
2019-20 Wheeler ES Enrollment	125	29%	76	17%	191	44%	5	1%	10	2%	30	7%	437
% non-neighborhood												46%	
2019-20 ES Enrollment	21%		10%		59%		4%		2%		4%		
USP Integration Range + / - 15% Dist Avg													
	6-36%		0-25%		44-70%		0-17%		0-17%		0-19%		
Future Integration Range + / - 25% Dist Avg													
	0-46%		0-35%		34-70%		0-29%		0-27%		0-29%		

School Integration Goals

1. Wheeler is integrated if all racial/ethnic students' groups fall within +/-25% of the District average for elementary schools, and no group is over 70%
2. Wheeler is making progress towards integration if it is Integrated in kindergarten and such integration is maintained through first grade

School Integration Analysis

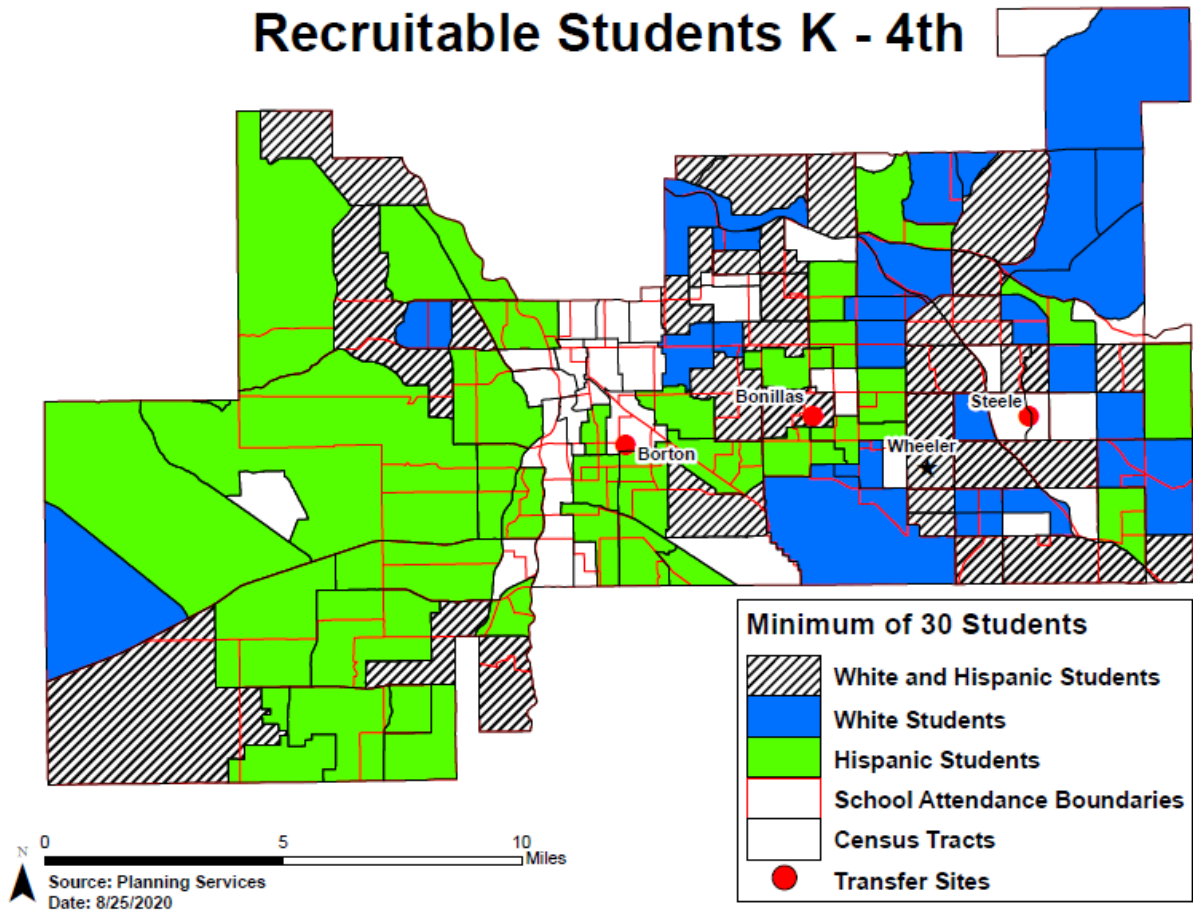
Wheeler is integrated both by the current USP definition of integration and by the future definition of integration. Wheeler students benefit from opportunities for interracial contact. In SY2019-20 its student population was approx. 45% Hispanic, 30% white, and 25% African American and multiracial.

A. Targeted Populations

Targeted Population: all students

Targeted Recruitment Goal: all students

Targeted zone: there are several areas around Wheeler with 30 or more recruitable students.



B. Transportation

1. Assessment

Existing Services; Needs Based on New Priorities; Service Gaps

Wheeler currently runs three afternoon routes for 94 routed students, with fewer students routed in the morning through TUSD routes. Wheeler also runs six exceptional ed route for 5 students, with fewer students routed in the morning than the afternoon. Wheeler has no late activity buses. Wheeler does not assign elementary students to public transportation. There are no contracted routes to supplement the TUSD routes. Wheeler does not currently utilize an express shuttle. Wheeler is not a transfer site.

Wheeler is integrated and does not need new routes or express shuttles.

2. Strategies

The District will continue the current transportation offerings at this integrated school.

3. Monitoring Ridership and Evaluating Effectiveness

Student Ridership is a student-tracking software module that enables TUSD's transportation department to monitor student card scans on and off the bus, offering real-time data to help improve planning decisions about the required size of the bus, to analyze opportunities for stop consolidation, and to identify ridership trends. The District will use the Ridership Monitor, part of the Student Ridership module, to monitor the race/ethnicity of students utilizing incentive transportation to determine if it is operating to improve integration at Wheeler. Ridership will be analyzed on a quarterly basis to determine the effectiveness of the route. Ridership report/findings will be provided to the DSA and evaluated by CSA on a quarterly basis.

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4. Budget

There are no additional transportation costs.

C. Marketing, Outreach, and Recruitment Strategies

1. Foundation

The foundation for Wheeler’ marketing, outreach, and recruitment strategies is the ALE/Magnet outreach and recruitment addendum, and TUSD’s districtwide “Knowledge Changes Everything” campaign (KCE). KCE is an ongoing campaign that celebrates the power of diversity, seeks to educate parents and students about the research-based benefits of learning from each other, and encouraging parents to consider these benefits for their student when making decisions about where to enroll their child. Research reveals that racially diverse schools benefit students in multiple ways:

- Improved cognitive skills, critical thinking, and problem solving
- Increased ability to work with others from diverse cultures
- Improved test scores
- Wide-ranging educational success, including higher graduation rates
- Learning environments that develop students’ “funds of knowledge”

Wheeler marketing and outreach will focus on highlighting the following: an Opening Minds through the Arts (OMA) Gold school that emphasizes the development of each child’s unique talents, GATE opportunities, students opportunity to experience instrumental music, opera, dance theater and visual arts to help learn reading, writing, math and science.

2. Professional Learning

At Wheeler, all administrative staff, office staff, and any other relevant staff members took the online student assignment training to understand the benefits of an integrated education. In the fall of 2020, prior to the start of the priority enrollment window for SY2021-22, Wheeler’ staff will participate in a targeted professional learning with the Director of Student Assignment and members of the Coordinated Student Assignment committee to review the training, engage in real-life recruitment scenarios, and delve deeper into the planning and preparation for Wheeler’s strategies for the forthcoming enrollment period.

3. Strategies

Wheeler's participates in the District's ALE outreach and recruitment activities. Student enrollment strategies, including targeted Hispanic/Latino students include the following:

- Work with School Community Services to support sustaining the retention of new students
- Host Open Houses for GATE and Kindergarten that include virtual school tours
- Work with the district's GATE Coordinator to increase programmatic student enrollment
- Community Liaison and Principal create and distribute informational marketing materials to distribute for marketing the school to new student recruits. Order and handout Promotional School/District items: masks, bumper magnets, t-shirts for school, school wide projects
- Principal and School Leadership Team will participate in district marketing events throughout the school year and share informational marketing materials to prospective families
- School Office open during summer to support new families, assist with registration, prospective student recruits, and to provide school tours
- Promote school events and awareness through Parentlinks

4. Monitoring and Evaluating Effectiveness

Wheeler will submit a monthly report to the CSA by the 10th of each month (first report due October 10). The Director of Student Assignment (DSA) and the coordinated student assignment (CSA) committee will review monthly reports and, where necessary, will meet with the Wheeler Integration Team for follow-up. The DSA/CSA will monitor plan implementation from October through June. In January, the DSA/CSA will begin evaluating the effectiveness of the plan by analyzing the race-ethnicity of students who have submitted applications to Wheeler. Each year in June, the DSA/CSA will submit a report to the Superintendent and Assistant Superintendents detailing the implementation status and outcomes for all non-magnet integration plans through the end of the school year. By September 1, 2021, after the 10th day enrollment data has been released and analyzed, the DSA/CSA will submit a supplemental report on outcomes and recommending adjustments to the plan, if needed. Where necessary, the DSA will meet with the site Integration team to review changes and finalize the adjusted plan.

By October 1, 2021, the school shall complete any adjustments to the plan based on DSA/CSA recommendations, and considering any significant adjustments based on 40th day enrollment data.

5. Budget

Based on identified need, Wheeler may receive additional funding by the start of the second quarter for added duty and marketing materials.